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ABSTRACT

This publication, drawn from the national collection of vocational education and training (VET) data in Australia, summarizes data that relate to the 32,315 VET students who identified themselves as indigenous (being of Aboriginal or Torres Strait Islander origin) in 1996. The publication's six sections are as follows: 1996 highlights; diversity of the Australian VET system; indigenous students; courses taken by indigenous students; module enrollments and outcomes; and outcomes achieved by 1996 indigenous graduates. Highlights of the overview include the following: (1) the 32,315 indigenous students represented 2.4 percent of all students undertaking VET programs in 1996; (2) approximately the same number of indigenous males and females were enrolled in VET courses; (3) 17.5 percent of indigenous students were enrolled full time, compared to 11 percent of nonindigenous students; (4) indigenous students enrolled in 49,892 courses; (5) about 46 percent of indigenous students passed the modules in which they were enrolled; (6) indigenous students enrolled in more than 9.8 million annual hours in vocational programs, making them 3.4 percent of the total enrollment; (7) indigenous students undertook an average of 304 hours of training each, whereas nonindigenous students undertook an average of 232 hours each; and (8) 93 percent of the educational costs for indigenous students was paid by public funds. (KC)

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Indigenous students 1996

an overview



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INDIGENOUS
STUDENTS

1996

AN OVERVIEW

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The report was prepared by Jennifer Gibb and Oanh Phan, NCVER research officers.

ENQUIRIES

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Foreword

About this overview

The National Centre for Vocational Education Research (NCVER) undertakes annually the national collection of vocational education and training (VET) data on behalf of the Australian National Training Authority (ANTA). NCVER is pleased to be able to draw together information which is an outcome of effective co-operation between a large number of State, Territory and Commonwealth agencies and providers in both the public and private sectors.

This publication summarises the data within the national collection that relate to VET students who have identified themselves as being Aboriginals or Torres Strait Islanders in 1996. This publication presents more specific information on a national level about indigenous participation in VET in 1996 than has already been published in *Australian vocational education and training statistics 1996: In detail*.

Throughout this publication the term 'indigenous' is used to refer to people who have identified themselves as being of Aboriginal or Torres Strait Islander origin.

All students who enrol in publicly funded VET programs are asked, when they enrol, to indicate whether or not they are of Aboriginal or Torres Strait Islander origin. In 1996 a total of 32 315 students indicated that they were.

This overview summarises the VET experience of these students.

This publication is divided into six sections:

- 1996 highlights
- diversity of the Australian VET system
- indigenous students
- courses undertaken by indigenous students
- module enrolments and outcomes
- outcomes achieved by 1996 indigenous graduates

Other reports in this series

- **Australian VET: Students with disabilities 1996 – An overview**
- **Australian VET: Students from non English-speaking backgrounds 1996 – An overview**



Chris Robinson
Managing Director
NCVER Ltd
September 1998

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1996 Highlights

Students

In 1996:

- There were 32 315 indigenous students undertaking VET programs. This figure represented 2.4% of all students doing vocational programs. Of VET students, 23.7% did not indicate whether or not they were indigenous.
- Of all indigenous students, 15 995 were females (49.5%) and 16 309 were males (50.5%).
- Of the 32 315 students who identified as indigenous, 23 515 (72.8%) commenced their VET program/course in 1996.
- 17.5% of indigenous students studied full time and 82.5% of indigenous students studied part time. The equivalent figures for non-indigenous students were 11.3% and 88.7%.
- There were 260 152 module, (subject) enrolments by indigenous students.
- There were 49 892 course enrolments by indigenous students.
- Approximately 11% (3493) of indigenous students had completed a qualification since leaving school and entering a VET program. The majority of these students (58%) completed a certificate (below trade level), 20% had completed a trade certificate and about 19% had completed certificates higher than trade certificates.
- For female indigenous students, 47.9% of module enrolments resulted in a pass and 6.5% in satisfactory completion of class hours, with a further 1.8% associated with recognition of prior learning (RPL) and credit transfer.
- For male indigenous students, 44.5% of module enrolments resulted in a pass and 6.9% in satisfactory completion of class hours, with a further 2.1% associated with RPL and credit transfer.

Annual hours

Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module when the module is undertaken in standard, supervised delivery mode, although some students undertake modules in self-paced learning, flexible-delivery or distance-learning modes.

In 1996:

- Total activity by indigenous students in vocational programs was more than 9.80 million annual hours. This represented 3.4% of total activity in VET programs (285.04 million annual hours).
- Indigenous students undertook an average of 303.5 hours of training each (a full-time load is taken to be at least 540 hours per year for VET students). Non-indigenous students undertook an average of 232.1 hours of training.

Who pays the training delivery costs?

- Of the total number of hours of training undertaken by indigenous students for 1996, 75% was associated with Commonwealth and State recurrent funding (including ANTA growth funds) 18% with Commonwealth and State specific funding and 7% with fee-for-service enrolments.

1993 through to 1996

In 1993 all States and Territories started to collect data to identify whether or not students identify themselves as being an Aboriginal or a Torres Strait Islander.

- In 1993 the total number of indigenous students in vocational programs was 21 282 (52.7% of whom were male and 47.2% of whom were female). Information on indigenous status was not available for 36% of technical and further education (TAFE) students either because the provider did not collect the information or because the student declined to answer the question.
- In 1994 the number of indigenous students enrolled in vocational programs in TAFE colleges was 22 891. Information on indigenous status was not available for 21.7% of students in these programs.
- In 1995 there were 26 138 indigenous students at TAFE and community providers in vocational programs. Information on indigenous status was not available for 24.7% of students in these programs.
- In 1996 the number of indigenous students enrolled in vocational programs was 32 315. Information on indigenous status was not available for 23.7% of all students in these programs.

In 1993 statistical information was collected mainly from TAFE colleges.

In 1994 the national statistical standard (Australian VET Management Information and Statistical Standard [AVETMISS]) was introduced.

In 1995 the scope of the statistical collection expanded to include more data from community providers.

In 1996 the scope of the statistical collection expanded to include data from private providers of publicly funded programs.

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Diversity of the Australian VET System

Student diversity

VET programs in Australia are undertaken by students of all ages (from 14 years to well over 65 years). Most students fall in the age range 15–49 years.

In 1996, across the whole population (all ages) in each State/Territory, indigenous participation in VET ranged from approximately 5% to almost 14%, averaging 9.2% for the nation.

Indigenous population (all ages) by State (ABS census data, cat.no.2020.0)

Population	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	Australia
Number of indigenous Australians (ABS census data)	101 485	21 474	95 518	50 793	20 444	13 873	46 277	2 899	352 964
% of total indigenous population (n = 352 964)	28.8%	6.1%	27.1%	14.4%	5.8%	3.9%	13.1%	0.8%	100.0%
Number of indigenous VET students (National VET statistics)	10 914	2 898	5 898	4 048	2 319	630	5 360	248	32 315
% of total indigenous VET students (n = 32 315)	13.8%	9.0%	18.3%	12.5%	7.2%	1.9%	16.6%	0.8%	100.0%
% of indigenous population who are VET students	10.8%	13.5%	6.2%	7.9%	11.3%	4.5%	11.6%	8.6%	9.2%

Note: Indigenous population of 352 964 total includes 201 people living in other territories (for example, Jervis Bay)

Diversity of VET programs

Most students enrol in courses in streams 2100–4500. This is traditionally referred to as 'VET activity'.

In addition a small number of students enrol in modules only and, as such, they are not associated with any particular course. Stream 1000 (recreation, leisure and personal enrichment programs) is not included in reports on VET activity.

VET activity covers content relevant to the full range of industries in Australia as well as more generalist skills development, literacy/numeracy and pre-vocational topics. VET activity covers four levels, from preparatory, to operative, trades/skilled and professional/para-professional levels. VET activity also leads to qualifications ranging from AQF Certificate I through to Bachelor degrees.

Annual hours

Programs undertaken by VET students vary enormously in length from very short modules of just a few hours or a few days duration to extended courses which last for a year or longer. Short programs, particularly may start at any time during the year.

In 1996 72.9% of module enrolments by indigenous students were 40 hours or less. The equivalent figure for non-indigenous students was 76.8%.

Module enrolments by annual hours 1996

Annual hours	Indigenous students	%	Non-indigenous students	%	Not known	%	Total	%
1-20 hours	113 324	43.6	3 199 598	46.3	645 829	49.4	3 958 751	46.7
21-40 hours	76 108	29.3	2 105 428	30.5	386 559	29.5	2 568 095	30.3
41-80 hours	55 284	21.3	1 239 254	17.9	217 669	16.6	1 512 207	17.8
81-100 hours	4 855	1.9	85 254	1.2	11 592	0.9	101 701	1.2
More than 100 hours	10 581	4.1	276 705	4.0	46 731	3.6	334 017	3.9
Total	260 152	100.0	6 906 239	100.0	1 308 380	100.0	8 474 771	100.0
% of all module enrolments	3.1		81.5		15.4		100.0	

Delivery strategy

The expansion of flexible delivery, self-paced learning and distance learning arrangements in all States and Territories has added greatly to the diversity of programs undertaken by students and the ways in which programs are delivered by providers of training. In 1996 information about delivery strategy was not identified in about one-third of 1996 module enrolments. Out of the total number of module enrolments by indigenous students for which delivery strategy information was provided (178 258), 79% were delivered in traditional teacher-directed classroom mode (local class), 2.5% were delivered in remote class, teacher-directed mode and 9.7% were delivered using self-paced learning strategies. For module enrolments by non-indigenous students (again based on the number of enrolments for which information on delivery strategy was provided) 82.5% were delivered in traditional local class, teacher-directed mode, less than 1% of modules were delivered using remote class, teacher-directed mode and 9.1% were delivered using self-paced mode.

Number of module enrolments by delivery strategy by indigenous status, 1996

Delivery strategy	Indigenous	%	Non-indigenous	%	Not known	%	Total	%
01 Local class - scheduled teacher directed	140 567	78.9	3 681 130	82.5	703 263	73.8	4 524 960	80.9
02 Remote class - scheduled teacher directed	4 494	2.5	33 393	0.7	21 074	2.2	58 961	1.1
03 Self paced - scheduled local class organisation	14 654	8.2	353 626	7.9	86 679	9.1	454 959	8.1
04 Self paced - unscheduled multiple options	2 685	1.5	53 697	1.2	23 626	2.5	80 008	1.4
05 External - correspondence	3 750	2.1	96 529	2.2	44 087	4.6	144 366	2.6
06 Workplace - experiential learning	727	0.4	54 120	1.2	11 299	1.2	66 146	1.2
Mixed delivery - any combination of two or more strategies	8 179	4.6	45 419	1.0	11 287	1.2	64 885	1.2
90 - Other	3 202	1.8	142 615	3.2	51 862	5.4	197 679	3.5
Sub-total	178 258	100.0	4 460 529	100.0	953 177	100.0	5 591 964	100.0
Not known	81 894		2 445 710		355 203		2 882 807	
Total	260 152		6 906 239		1 308 380		8 474 771	

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Diversity of providers

Vocational education and training is provided by TAFE institutes, community-based providers, private providers including enterprises and, increasingly, secondary schools.

In 1996 the national data collection included all TAFE, private provider and community-based provider sectors in receipt of public funds to deliver VET, except for secondary schools and some enterprises. A total of 106 public training institutions across 1132 locations, 514 community centres and 397 private providers provided VET statistics to the national collection in 1996.

The table below shows that in 1996 88% of indigenous students undertaking VET programs did their studies at TAFE or some other government provider, 3% did their studies with a community-based provider and almost 9% did their studies with private providers.

Types of provider 1996 (by number of students)

Provider type	Indigenous students	%	Non-indigenous students	%	Indigenous status not known	%	Total	%
TAFE/govt. providers	28 492	88.2	845 801	84.5	243 347	75.7	1 117 640	82.5
Community education providers	976	3.0	140 726	14.1	65 400	20.3	207 102	15.3
Private providers	2 847	8.8	14 103	1.4	12 887	4.0	29 837	2.2
Total	32 315	100.0	1 000 630	100.0	321 634	100.0	1 354 579	100.0

Students

The following tables show the actual numbers and percentages of indigenous and non-indigenous students who undertook vocational programs in 1996 by age, highest year of school completed, prior qualification completed and geographic region.

The tables in this section provide data by gender. A small number of people did not provide information on gender as the table below indicates. Respondents whose gender is not known have been included in the total persons column in these tables.

Gender 1996 (by number of students)

Gender	Indigenous students	Non-indigenous students	Indigenous status not known	Total
Male	16 309	530 629	150 083	697 021
Female	15 995	469 569	144 425	629 989
Not known	11	432	27 126	27 569
Total	32 315	1 000 630	321 634	1 354 579

In accordance with privacy and confidentiality guidelines, the following tables do not contain information about groups with fewer than five persons. Where this is the case an # has been used instead of the actual number.

Age

Age 1996 (by number of students)

Age	Indigenous students						Non-indigenous students					
	Males	%	Females	%	Total	%	Males	%	Females	%	Total	%
Age 14 or under	211	1.3	210	1.3	422	1.3	1 258	0.2	1 020	0.2	2 281	0.2
Age 15-19	3 873	23.7	3 305	20.7	7 181	22.2	123 830	23.3	86 648	18.5	210 514	21.0
Age 20-24	3 364	20.6	2 487	15.5	5 851	18.1	110 341	20.8	80 746	17.2	191 119	19.1
Age 25-29	2 514	15.4	2 208	13.8	4 722	14.6	65 925	12.4	57 569	12.3	123 526	12.3
Age 30-39	3 486	21.4	3 567	22.3	7 053	21.8	110 115	20.8	106 954	22.8	217 123	21.7
Age 40-49	1 595	9.8	2 029	12.7	3 627	11.2	69 149	13.0	80 890	17.2	150 097	15.0
Age 50-59	495	3.0	851	5.3	1 346	4.2	28 057	5.3	30 157	6.4	58 240	5.8
Age 60-64	72	0.4	171	1.1	243	0.8	4 704	0.9	5 185	1.1	9 897	1.0
Age 65 or over	58	0.4	136	0.9	194	0.6	5 137	1.0	6 133	1.3	11 279	1.1
Age not known	641	3.9	1 031	6.4	1 676	5.2	12 113	2.3	14 267	3.0	26 534	2.7
Total	16 309	100.0	15 995	100.0	32 315	100.0	530 629	100.0	469 569	100.0	1 000 630	100.0

In 1996:

- In the age groups 15-24 there were higher proportions of male students than female students for both indigenous and non-indigenous groups.
- The percentage of indigenous students doing VET programs was slightly higher in the age range 25-29, when compared with non-indigenous students.
- Participation in VET by indigenous students was at a similar level in the younger ages to the non-indigenous students. However in the age groups beyond 40 participation by indigenous Australians in VET was lower.

Highest year of school completed

Highest year of school 1996 (by number of students)

Highest year of school	Indigenous students						Non-indigenous students					
	Males	%	Females	%	Total	%	Males	%	Females	%	Total	%
Year 9 or lower	4 703	28.8	4 321	27.0	9 024	27.9	40 603	7.7	31 216	6.6	71 839	7.2
Year 10	4 420	27.1	4 327	27.1	8 750	27.1	124 449	23.5	89 422	19.0	213 916	21.4
Year 11	1 638	10.0	1 583	9.9	3 223	10.0	73 919	13.9	47 701	10.2	121 636	12.2
Year 12	1 928	11.8	2 014	12.6	3 943	12.2	189 449	35.7	167 510	35.7	357 017	35.7
Not known	3 620	22.2	3 750	23.4	7 375	22.8	102 209	19.3	133 720	28.5	236 222	23.6
Total	16 309	100.0	15 995	100.0	32 315	100.0	530 629	100.0	469 569	100.0	1 000 630	100.0

Over 20% of students did not provide information on highest year of school completed and therefore figures in the table under-represent the actual number of students who completed school at the various year levels.

In 1996:

- Across all age groups 55% of indigenous students entered VET having completed school at Year 10 or lower (as their highest year of schooling). Of non-indigenous students, 29% had completed Year 10 or lower (as their highest year of schooling).
- Across all age groups only 12% of indigenous students entered VET having completed Year 12. In contrast 36% of non-indigenous students had completed Year 12 by the time they entered VET.

Qualification completed prior to 1996

Qualification completed prior to 1996 (by number of students)

Prior qualification completed	Indigenous		Non-indigenous		Not known		Total	
		%		%		%		%
Trade certificate	707	20.2	58 124	24.8	3 386	19.9	62 217	24.4
Advanced/technician certificate	173	5.0	21 424	9.1	1 464	8.6	23 061	9.0
Other certificate	2 028	58.1	84 403	36.0	6 443	37.9	92 874	36.4
Associate diploma	207	5.9	20 373	8.7	1 525	9.0	22 105	8.7
Undergraduate diploma	80	2.3	9 188	3.9	676	4.0	9 944	3.9
Degree/postgraduate diploma	211	6.0	39 319	16.8	3 256	19.2	42 786	16.8
Unspecified prior education	87	2.5	1 835	0.8	237	1.4	2 159	0.8
Total students with prior quals	3 493	100.0	234 666	100.0	16 987	100.0	255 146	100.0
Total students in VET	32 315		1 000 630		321 634		1 354 579	

- Approximately 11% of indigenous students entered VET having completed a prior qualification, compared with 24% of non-indigenous students.
- Of the 3493 indigenous students who had completed a prior qualification before undertaking VET programs in 1996, 20% had completed a trade certificate, 58% had completed a certificate other than a trade certificate and about 19% had completed advanced certificate/diploma or higher qualification.

Geographic region

Capital cities include Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin and Canberra.

Other metropolitan areas are defined as urban centres with populations greater than 100 000. Rural is defined as urban centres of population 5000 or more. Remote refers mainly to isolated communities.

Geographic regions 1996 (by number of students)

Geographic regions	Indigenous students						Non-indigenous students					
	Males	%	Females	%	Persons	%	Males	%	Females	%	Persons	%
Capital city	4 725	29.0	4 365	27.3	9 092	28.1	321 724	60.6	289 780	61.7	611 727	61.1
Other metro	1 021	6.3	924	5.8	1 946	6.0	39 962	7.5	35 845	7.6	75 842	7.6
Rural	6 295	38.6	6 364	39.8	12 662	39.2	149 349	28.1	128 772	27.4	278 193	27.8
Remote	4 125	25.3	4 189	26.2	8 318	25.7	15 078	2.8	11 759	2.5	26 850	2.7
Outside Australia	#	0.0	#	0.0	5	0.0	2 635	0.5	1 349	0.3	3 984	0.4
Not known	139	0.9	152	1.0	292	0.9	1 881	0.4	2 064	0.4	4 024	0.4
Total	16 309	100.0	15 995	100.0	32 315	100.0	530 629	100.0	469 569	100.0	1 000 630	100.0

In 1996:

- 39% of indigenous students lived in rural Australia and 26% lived in remote regions of the country. Of non-indigenous students, only 3% lived in remote regions.
- 34% of indigenous students lived in capital cities and metropolitan areas. Of non-indigenous students, almost 70% lived in capital cities and metropolitan areas.

Courses

Courses can be classified according to their vocational outcome (field of study), according to their level (stream) and according to their qualification category. The following three tables show the type of courses which indigenous students undertook in 1996.

Field of study

Field of study is a classification based on major intended vocational outcomes and content. There are 12 broad fields of study. TAFE multi-field, where indigenous students are most concentrated, comprises subject areas such as general secondary education, English as a second language, functional literacy/numeracy, general skills development and pre-employment programs.

Some students enrol in more than one course and these courses may be in more than one field of study. The rows in the table show the number of students doing courses in each field. The sum of the individual fields therefore is not the same as the net total. The net total shows the actual number of students. The percentages shown therefore sum to more than 100.

Field of study 1996 (by number of students)

Field of study	Indigenous students						Non-indigenous students					
	Males	%	Females	%	Total	%	Males	%	Females	%	Total	%
Land & marine resources animal husbandry	2 248	13.8	654	4.1	2 902	9.0	41 599	7.8	15 578	3.3	57 177	5.7
Architecture building	1 802	11.1	511	3.2	2 313	7.2	65 715	12.4	7 906	1.7	73 701	7.4
Art humanities & social science	1 873	11.5	2 347	14.7	4 220	13.1	28 235	5.3	59 370	12.6	87 605	8.8
Business administration economics	1 942	11.9	3 739	23.4	5 681	17.6	101 180	19.1	155 404	33.1	256 584	25.7
Education	325	2.0	597	3.7	922	2.9	6 875	1.3	12 183	2.6	19 058	1.9
Engineering surveying	2 596	15.9	320	2.0	2 916	9.0	163 308	30.8	14 937	3.2	178 245	17.8
Health community services	1 374	8.4	2 471	15.5	3 845	11.9	25 134	4.7	61 440	13.1	86 574	8.7
Law legal studies	58	0.4	48	0.3	106	0.3	4 060	0.8	3 543	0.8	7 603	0.8
Science	383	2.3	441	2.8	824	2.6	32 411	6.1	43 701	9.3	76 112	7.6
Veterinary science animal care	#	0.0	8	0.1	12	0.0	232	0.0	1 697	0.4	1 929	0.2
Services hospitality transportation	1 112	6.8	1 600	10.0	2 712	8.4	58 758	11.1	60 229	12.8	118 987	11.9
TAFE multi-field education	8 012	49.1	8 244	51.6	16 256	50.3	97 430	18.4	115 480	24.6	212 910	21.3
Net total	16 309		15 995		32 315		530 629		469 569		1 000 630	

Note: Total figure is a net figure, not the sum of all the data above it.
Total persons includes those who did not indicate their gender.

In 1996:

- TAFE multi-field accounted for the largest number of indigenous students.
- In addition to TAFE multi-field, indigenous male students did courses mainly in engineering, land and marine resources, business, arts and architecture.
- In addition to TAFE multi-field, indigenous female students did courses mainly in business, health and community services, arts and hospitality/transportation.

Stream groupings

Stream of study is a classification that describes a course according to its level of vocational outcome. The table below groups stream into four types: preparatory, operative, trades/skilled and professional/para-professional. It is important to note that the occupational groupings used in this report (preparatory, operative, trades/skilled and professional/para-professional) differ from those in the activity tables used for national planning purposes which are based on the occupational (ASCO code) intent of the course. This means that even though the names of the groupings are similar, the activity assigned to them is quite different.

- *Preparatory level* covers entry to employment or further education streams.
- *Operative level* covers the range of skills less than is normally required for trades level.
- *Trades and other skills level* includes both the recognised trade courses (complete and partial), the other skills courses (complete and partial) as well as trade technician/supervisory courses. Males have traditionally dominated enrolments in the recognised trades. However, there are substantial numbers of females enrolling in the other skills courses and this brings up the overall percentages of females in the trades/skilled streams.
- *Para-professional and professional level* includes streams beyond trade technician/supervisory level and can involve a variety of specialist functions.

Some students enrol in more than one course and these courses may be in more than one stream of study. The rows in the table show the number of students doing courses in each stream grouping. The sum of the individual stream groupings therefore is not the same as the net total. The net total shows the actual number of students. The percentages shown therefore sum to more than 100.

Stream grouping 1996 (by number of students)

Stream grouping	Indigenous students						Non-indigenous students					
	Males	%	Females	%	Total	%	Males	%	Females	%	Total	%
Preparatory	7 322	44.9	7 970	49.8	15 294	47.3	106 688	20.1	145 308	30.9	252 092	25.2
Operative	4 280	26.2	3 836	24.0	8 118	25.1	114 377	21.6	128 973	27.5	243 508	24.3
Trades/skilled	8 072	49.5	6 571	41.1	14 649	45.3	317 104	59.8	181 443	38.6	498 705	49.8
Prof/para-professional	917	5.6	1 596	10.0	2 514	7.8	80 165	15.1	85 417	18.2	165 602	16.5
Net total	16 309		15 995		32 315		530 629		469 569		1 000 630	

Note: Total figure is a net figure, not the sum of all the data above it.
Total persons includes those who did not indicate their gender.

In 1996:

- Almost half of the indigenous VET students undertook studies in the streams of study related to preparation for employment and further education, compared with about one quarter of non-indigenous students.
- The overall proportion of students doing operative level courses was about the same for both indigenous and non-indigenous students. A higher percentage of indigenous male students did courses at this level when compared with non-indigenous male students.
- 41% of female indigenous students did courses at trades and skilled level. About half of the male indigenous students did courses at this level. The comparable figures for non-indigenous students were 39% and 60%.
- There were substantially lower percentages of indigenous students doing courses at professional and para-professional level when compared with non-indigenous students. The percentage of indigenous females who did these courses was almost double that of the indigenous males.

Qualification category

The table below identifies the number of course enrolments by indigenous status in 1996 in each qualification category. Course enrolments are used in this table rather than student numbers.

A qualification is the formal certification in recognition that a person has successfully completed all the learning outcomes specified in a course/program. In 1996 there were two types of qualifications being awarded and thus courses and modules which students undertook were categorised as contributing to one or other of these types of qualifications.

- Qualifications established under the Register of Awards in Tertiary Education (RATE).
- New qualifications established under the Australian Qualifications Framework (AQF).

This table explains the six qualification categories used to summarise 1996 course enrolments.

Qualification categories used to summarise 1996 course enrolments

Qualification category	AQF	RATE
Diplomas & higher degrees	AQF Diploma AQF Associate Diploma	Diploma Associate Diploma
AQF IV & equivalent	AQF Certificate IV	Advanced Certificate Advanced Certificate - other
AQF III and equivalent	AQF Certificate III	Certificate Trade
Certificate not elsewhere classified	—	Certificate NEC
AQF I & II Senior Secondary	AQF Certificate I AQF Certificate II AQF - Senior Secondary	
Other certificates		Certificate of Competency Certificate of Proficiency Endorsements to certificates Statements of Attainment Other Non-award courses

Qualification category 1996 (by number of course enrolments)

Qualification category	Indigenous students						Non-indigenous students					
	Male enrolments	%	Female enrolments	%	Total enrolments	%	Male enrolments	%	Female enrolments	%	Total enrolments	%
Diplomas and higher degree	974	3.8	1 522	6.2	2 496	5.0	89 786	12.8	92 285	14.6	182 075	13.6
AQF Certificate IV & equivalent	1 002	3.9	1 285	5.3	2 288	4.6	63 105	9.0	58 303	9.2	121 420	9.1
AQF Certificate III & Equivalent	2 288	9.0	1 742	7.1	4 032	8.1	116 273	16.5	60 364	9.5	176 671	13.2
Certificate—not elsewhere classified	8 226	32.4	9 102	37.2	17 331	34.7	105 178	14.9	99 439	15.7	204 675	15.3
AQF Certificate I, II & Senior Secondary	3 668	14.4	3 455	14.1	7 124	14.3	54 235	7.7	68 270	10.8	122 553	9.2
Other	9 267	36.4	7 348	30.0	16 621	33.3	274 961	39.1	254 896	40.2	530 186	39.6
Total	25 425	100.0	24 454	100.0	49 892	100.0	703 530	100.0	633 557	100.0	1 337 580	100.0

Note: Total indigenous course enrolments includes 13 enrolments (gender not specified). Total non-indigenous course enrolments includes 485 enrolments (gender not specified).

In 1996:

- A higher percentage of indigenous females than indigenous males enrolled in courses leading to an advanced certificate/AQF IV or higher award.
- Indigenous course enrolments were in the ratio of 1:2 when compared to non-indigenous course enrolments leading to an award above trade certificate/AQF III.
- 9% of male indigenous course enrolments were in the qualification category AQF III and equivalent, compared with 17% for non-indigenous male course enrolments.
- The percentage of course enrolments by indigenous students leading to a certificate not elsewhere classified was more than double that of the non-indigenous students.

Modules

All students who undertake a VET training program generally enrol in a course or courses and nominate the module(s) they plan to undertake that year. Modules can vary in length from a few hours to hundreds of hours although the standard module is generally taken to be about 20–40 hours. Most students generally enrol in more than one module in a given year.

In 1996 the 1 354 579 VET students enrolled in 8 474 771 modules. The table below shows the number of modules undertaken by the three student groups: indigenous students, non-indigenous students and those students who did not indicate whether they were indigenous.

Number of VET module enrolments by indigenous status by gender

	Males	Females	Sub-total	Gender not known	Total	% of Total
Indigenous students	124 902	135 186	260 088	64	260 152	3.1
Non-indigenous students	3 612 060	3 292 263	6 904 323	1 916	6 906 239	81.5
Indigenous status not known	650 644	627 946	1 278 590	29 790	1 308 380	15.4
Total number of modules	4 387 606	4 055 395	8 443 001	31 770	8 474 771	100.0

Module enrolments

Module enrolments by stream grouping 1996 (expressed as a percentage for each group of students)

Stream grouping	Indigenous						Non-indigenous					
	Males	%	Females	%	Total	%	Males	%	Females	%	Total	%
Preparatory	37 383	29.9	45 151	33.4	82 536	31.7	362 293	10.0	478 771	14.5	841 225	12.2
Operative	21 133	16.9	24 328	18.0	45 464	17.5	416 209	11.5	564 355	17.1	981 126	14.2
Trades/skilled	59 407	47.6	53 008	39.2	112 464	43.2	2 149 914	59.5	1 461 214	44.4	3 612 279	52.3
Prof/paraprof	6 977	5.6	12 689	9.4	19 676	7.6	683 565	18.9	787 817	23.9	1 471 424	21.3
Enrolments not associated with a course/stream					12						185	
Total	124 902	100.0	135 186	100.0	260 152	100.0	3 612 060	100.0	3 292 263	100.0	6 906 239	100.0

Note: Total column includes enrolments by students who did not indicate their gender.

Preparatory level

- About one third of module enrolments by indigenous students were at preparatory level.
- Indigenous students at preparatory level enrolled in an average of 5.4 modules each. The equivalent figure for non-indigenous students was 3.3.

Operative level

- Operative level accounted for 18% of module enrolments by indigenous people.
- There was a higher percentage of enrolments by indigenous males at this level than non-indigenous males.
- Indigenous students at operative level enrolled in an average of 5.6 modules each. The equivalent figure for non-indigenous students was 4.0.

Trades/skilled

- Trades/skilled level accounted for about 43% of enrolments by indigenous students.
- At trades/skilled level there was a higher percentage of enrolments by male indigenous students when compared with female indigenous students.
- Indigenous students at trades/skilled level enrolled in an average of 7.7 modules each. The equivalent figure for non-indigenous students was 7.2.

Professional and para-professional

- Less than 10% of enrolments by indigenous students were in the professional/para-professional streams, whereas just over 20% of enrolments by non-indigenous students were at this level.
- At professional/para-professional level there was a higher percentage of enrolments by female indigenous students, when compared with male indigenous students.
- Indigenous students at professional/para-professional level enrolled in an average of 7.8 modules each. The equivalent figure for non-indigenous students was 8.9.

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Module outcomes

Typically students in VET take programs of study in smaller flexible units or modules rather than complete courses of study. To this end outcomes are reported against modules as opposed to courses.

Every module enrolment results in one of the 11 module outcomes specified within the AVETMISS standard. These outcomes can be summarised into four categories:

Outcomes

Type of outcome	Code	Description (AVETMISS)
Completion	01	Student assessed – passed
	04	No assessment – satisfactory completion of class hours
Non-completion	02	Student assessed – failed
	03	Student assessed – results withheld
	10	Withdrew – without failure
	11	Withdrew – failed
	12	Withdrew – transferred
Incomplete	05	No assessment – studies not yet complete
Other outcomes	06	Status granted through RPL
	09	Status granted through credit transfer
	90	Not stated

The following tables summarise the module outcomes achieved for all module enrolments by VET students by indigenous status. Tables such as these are problematic because they include highly aggregated data. Thus factors such as the different business practices between the States/Territories in interpreting the AVETMISS module outcomes length of modules (they vary in length from five to over 100 hours), assessment practices in different courses, content and coverage of different courses and institution size are not discernible in tables such as these.

Module outcomes 1996 (expressed as percentages of total module enrolments)

	Module outcomes										Total
	01	04	02	03	10 11 12	05	06	09	90+blank		
	Passed	Completed	Failed	Withheld	Withdrew	Continue	RPL	CT	Not		
		hrs							known		
Indigenous females	47.9	6.5	4.9	4.7	16.4	12.7	0.6	1.2	5.0	100	
Indigenous males	44.5	6.9	5.7	5.6	14.2	14.5	0.7	1.4	6.6	100	
Non-indigenous females	63.2	6.3	4.1	1.7	10.9	4.4	1.8	2.8	4.7	100	
Non-indigenous males	62.4	5.9	5.8	1.9	9.5	5.8	1.9	2.7	4.2	100	

In 1996:

- About 46% of module enrolments by indigenous students resulted in a pass. In contrast 63% of module enrolments by non-indigenous students resulted in a pass.
- The percentage of indigenous students who were still continuing the modules they enrolled in or who had their result withheld was more than double that of non-indigenous students.
- About 15% of module enrolments by indigenous students resulted in a withdrawal. In contrast about 10% of module enrolments by non-indigenous students resulted in a withdrawal.
- With regard to the percentage of module enrolments that resulted in a fail, there was little difference between indigenous and non-indigenous students.

Module outcomes by stream grouping 1996

The table below lists the percentage of module enrolments which resulted in each outcome by stream grouping for each of the four groups of students. The final column contains the module completion rate for each group of students. The module completion rate is included here as it is a convenient way of summarising the information on module outcomes.

The formula for module completion rate (MCR) is based on the formula for module load completion rate, published in the ANTA Annual National Report 1996 (Volume 3). It essentially adds together the number of module enrolments that result in the two completion categories of outcomes and divides this figure by all enrolments which results in either completion or non-completion categories

Module completion rate (MCR) is calculated as follows:

$$\frac{\text{No. of module enrolments which result in module outcomes 01+04}}{\text{All module enrolments less those which result in outcomes 05+06+09+blanks}} \times 100$$

Module outcomes by stream grouping 1996 Indigenous students and non-indigenous students (expressed as percentages of total number of module enrolments)

	Module outcomes									Total	MCR
	01 Passed	04 Completed hrs	02 Failed	03 Withheld	10 11 12 Withdrawn	05 Continue	06 RPL	09 CT	90+blank Not known		
Preparatory											
Indigenous females	39.9	10.1	5.3	4.1	18.0	16.2	0.1	0.4	6.0	100.0	64.6
Indigenous males	38.2	11.2	5.9	6.8	15.4	15.1	0.1	0.3	7.0	100.0	63.7
Non-indig. females	42.9	22.2	3.1	2.0	13.2	4.5	0.4	0.5	11.1	100.0	78.0
Non-indig. males	40.7	25.1	5.1	2.3	12.7	4.8	0.5	0.3	8.6	100.0	76.6
Operative											
Indigenous females	47.2	4.7	5.9	3.3	19.1	10.2	0.6	2.3	6.6	100.0	64.8
Indigenous males	44.6	6.1	4.6	3.4	18.3	14.2	0.4	1.0	7.5	100.0	65.9
Non-indig. females	65.2	6.4	2.5	0.7	11.1	3.0	0.9	3.0	7.2	100.0	83.4
Non-indig. males	61.1	9.5	3.0	1.2	9.5	4.6	1.1	1.8	8.2	100.0	83.7
Trades/skilled											
Indigenous females	54.4	4.8	4.2	5.3	14.8	10.2	0.9	1.3	4.0	100.0	70.9
Indigenous males	47.9	4.7	5.8	5.2	12.1	15.0	1.1	1.9	6.4	100.0	69.5
Non-indig. females	67.0	3.3	4.6	1.8	10.0	5.3	2.0	2.7	3.2	100.0	81.0
Non-indig. males	67.4	3.0	5.5	1.7	7.7	7.0	1.8	2.5	3.4	100.0	82.5
Professional/para-professional											
Indigenous females	50.4	4.2	4.3	7.3	12.9	15.1	1.5	1.5	2.9	100.0	69.1
Indigenous males	48.7	4.5	7.7	9.4	13.0	9.0	1.3	3.7	2.7	100.0	64.0
Non-indig. females	67.2	2.1	5.0	2.3	11.0	3.7	2.7	4.3	1.7	100.0	79.2
Non-indig. males	59.0	2.4	8.7	2.8	13.3	3.3	3.7	5.0	1.6	100.0	71.2

Module completion rate

- The module completion rate for indigenous female VET students was 65% at preparatory and operative level and approximately 70% at trade/other skills and professional/para-professional level. For non-indigenous females the module completion rates were 78–83% across all four levels.
- The module completion rate for indigenous male VET students was approximately 64% for preparatory and para-professional levels, 66% for operative level and approximately 70% for trade level. For non-indigenous males, the module completion rates were 71–84% across all four levels.

Student assessed—passed

- A higher percentage of indigenous females achieved a pass than indigenous males across all streams.

Completed class hours

- This outcome is more prevalent at preparatory level, than at other levels.
- 10% of module enrolments by indigenous students resulted in satisfactory completion of hours at preparatory level, compared with over 20% for non-indigenous students.

Student assessed—fail

- The percentage of module enrolments by male indigenous students that resulted in a fail was highest at professional/para-professional level.
- The percentage of module enrolments by female indigenous students that resulted in a fail was highest at operative level.

No assessment—result withheld

- The percentage of module enrolments by indigenous students that led to a result withheld outcome was highest at professional/para-professional level.

Withdrew

- The percentage of module enrolments by indigenous students that resulted in a withdrawal was highest (about 17–18%) at preparatory and operative level and about 13% at trade and professional level.

No assessment—continuing studies

- About 15% of module enrolments by indigenous males were not complete in all streams except professional where the rate dropped to 9%.
- About 15% of module enrolments by indigenous females were not complete at preparatory and professional levels. At operative and trade/skilled levels the rate dropped to about 10%.

Graduates

The Graduate Destination Survey was a national survey sent to all 1996 graduates of TAFE institutes who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and who had an Australian address as their usual address. A total of 60 746 graduates responded resulting in a national response rate of 55%. A very small number (60) of these respondents did not provide information on whether or not they were indigenous.

Of the total number of respondents, 799 indicated that they were indigenous. Five hundred (62.6%) of these respondents were female.

Selected statistics taken from survey of 1996 graduates

	Indigenous students	%	Non-indigenous students	%
Respondents	799	1.3	59 887	98.6
Qualification completed				
Diploma and higher	73	9.1	10 784	18.0
Adv. Cert Post Trade & other/AQF IV	99	12.4	10 435	17.4
AQF Certificate III/Certificate trade	123	15.4	13 489	22.5
Certificate other	352	44.1	15 704	26.2
AQF Cert II & AQF Cert I	152	19.0	9 475	15.8
Total	799	100.0	59 887	100.0
Labour force status at 30 May 1997				
Total in employment	413	51.7	42 664	71.2
Unemployed	175	21.9	8 992	15.0
Not in the labour force	210	26.3	8 167	13.6
Total	798	100.0	59 823	100.0
Graduates employed during final semester				
Total	343	42.9	37 099	61.9
Graduates doing further study at 30 May 1997				
Total	365	45.7	23 522	39.3
Type of institution these graduates enrolled in				
University	57	15.6	5 489	23.3
TAFE	272	74.5	16 056	68.3
Private training provider	5	1.4	747	3.2
Adult/community education	10	2.7	320	1.4
Secondary school	2	0.5	126	0.5
Other	19	5.2	784	3.3
Total	365	100.0	23 522	100.0

Further information

Taken together these figures build up a general picture of indigenous student and enrolment activity undertaken in vocational education and training in Australia in 1996.

Further breakdown of the figures and analysis of student and course characteristics can be requested through the Data Management and Analysis Branch National Centre for Vocational Education Research.

Data for 1997 will be available for analysis from July 1998.

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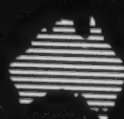
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This publication is designed for those who would like an overview of indigenous Australians' participation in vocational education and training in Australia. The data is taken from the 1996 national vocational education and training collection.

It provides tables and some commentary on indigenous students, the courses they undertook and the module outcomes they achieved. It also includes some information taken from the national Graduate Destination Survey of 1996 TAFE graduates.

Other publications in this overview series are:

- Australian VET: Students from non-English-speaking backgrounds 1996 – An overview
- Australian VET: Students with disabilities 1996 – An overview



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